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**A Guide for the Parents or Supervisors
of Junior High Students
Studying by Correspondence**

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Alberta Correspondence School



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Table of Contents

Introduction

Being the Contact Person

Ensuring the Student Has the Necessary Materials

Ensuring the Student Has a Suitable Study Area

Discussing the *Junior High School Student's Guide to Correspondence Study* with the Student

Helping the Student Establish a Time Table

Supervising the Completion of Lessons

Monitoring the Student's Progress

Selecting Supervisors for the Final Test

Scheduling the Final Test

Providing the Student With Encouragement

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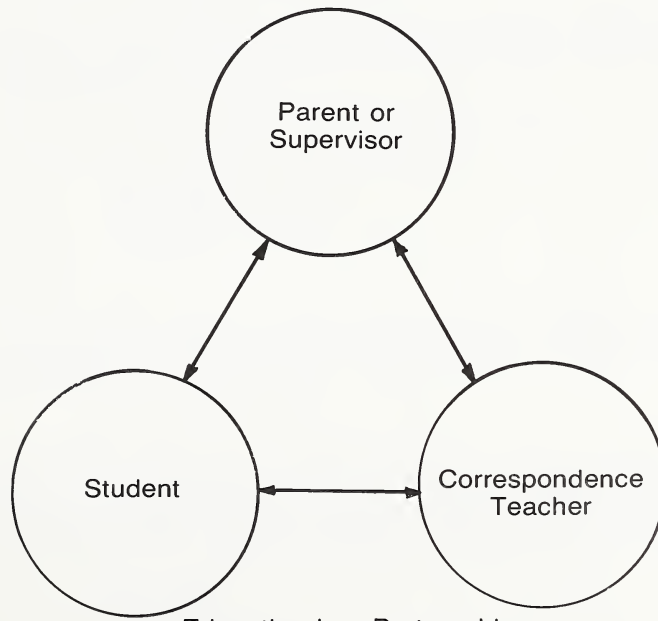
Introduction

Correspondence study is an alternate form of learning which many junior high school students feel is highly appropriate for them. However, distance education for this age group is generally more effective if the parent or supervisor becomes a partner in the education process.


As the concerned parent or supervisor of a junior high school student who has chosen to study by the correspondence method, you have a very important responsibility. You are expected to perform the following roles:

- being the contact person with Alberta Correspondence School
- ensuring the student has the necessary materials
- ensuring the student has a suitable study area
- helping the student establish a time table
- discussing the *Junior High School Student's Guide to Correspondence Study* with the student
- supervising the completion of lessons
- monitoring the student's progress
- scheduling the final tests
- providing the student with encouragement

This guide has been prepared to aid you with your role as a partner in education. Please read the entire guide **before** the student begins studying by correspondence. Keep the guide for reference later.



Education is a Partnership



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Being the Contact Person



One of your important roles is to be the contact person with the Alberta Correspondence School.

Staff members at the Alberta Correspondence School may need to contact you from time to time with regard to the student you are supervising. Also it may be necessary for you to contact the Alberta Correspondence School for some reason.

You may call the Alberta Correspondence School toll free in one of the following ways:

1. If you live in the Barrhead area, call 674-5333.
2. If you live in a centre serviced by the RITE government system, look in the directory and find the RITE government number. Dial this number and ask for the Alberta Correspondence School.
3. If you live in Alberta in a centre not serviced by the RITE government system, dial 0 and ask the operator for Zenith 22333. Then ask for the Alberta Correspondence School.

You may write to the Alberta Correspondence School at the following address:

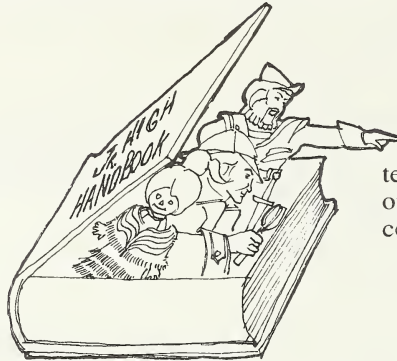
Box 4000
Barrhead, Alberta
TOG 2PO

You may also visit the Alberta Correspondence School in Barrhead to pick up materials or drop off lessons from Monday to Friday between the hours of 8:15 a.m. and 4:30 p.m.

If you live in Edmonton or are visiting that city, you may prefer to pick up materials or drop off lessons at the Edmonton Study Centre of the Alberta Correspondence School from Monday to Friday between the hours of 8:15 a.m. and 4:30 p.m. and on Thursdays until 8:00 p.m. It is located at the following address:

9th Floor
Harley Court
10045 - 111 Street
Edmonton, Alberta
(Phone 427-2766)

Ensuring the Student Has the Necessary Supplies



The *Junior High Handbook* lists the textbooks, required reading books, and other supplies needed for the various courses.

If the student you are supervising is not eligible to borrow textbooks and required reading books, you will have to purchase them or borrow them from another source.

Required reading books may be purchased at most major bookstores. Textbooks may be purchased from the Learning Resources Distributing Centre at the following address:

12360 - 142 Street
Edmonton, Alberta
(Phone 427-2767)

The student will need reference books such as a dictionary and an atlas. Recommended dictionaries and atlases are listed in the *Junior High Handbook* and may also be purchased from the Learning Distributing Centre.

If the student is taking Language Arts, he or she will need to have access to a library in order to complete certain lessons. You should ensure that the student has the opportunity to do the necessary research. If you live some distance from a library, these lessons can be postponed until a time when it is convenient to visit the library.

A compass, protractor and metric ruler will be required for mathematics courses. Tempra paints and brushes will be required for art courses. A cassette recorder is required for modern language courses and language arts courses. A video cassette recorder is optional for language arts courses. A typewriter and typing paper is required for Junior High Typewriting. Pens, pencils, erasers, looseleaf paper and a binder or set of rings is needed for all courses.

Be sure that the student receives the lesson materials, textbooks, required reading books and other supplies ordered from the Alberta Correspondence School when he or she enrolled.

LESSON RECORD CARD

Name _____

File Number _____

LESSONS

SUBJECT	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
Language Arts																															
Mathematics																															
Social Studies																															
Science																															
Health																															

Complementary Courses

When corrected lessons are returned, enter the grading of each lesson on the chart above. Try to improve your gradings as you proceed.

Grading Scale: A 80-100% Outstanding
 B 65-79% Good
 C 50-64% Satisfactory
 D 40-49% Needs Improvement
 F 0-39% Unsatisfactory

I – Incomplete Lesson
 R – Lesson to be repeated

If a lesson is returned with I or R, spend the additional time and effort required and resubmit the lesson promptly for a grading.

KEEP THIS RECORD CARD IN A SAFE PLACE

LESSON RECORD CARD

Name _____

File Number _____

LESSONS

SUBJECT	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
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KEEP THIS RECORD CARD IN A SAFE PLACE

Ensuring the Student Has A Suitable Study Area

If you are supervising your child at home, you should arrange a study area where all the materials can be kept. The study area should be quiet and well lit.

If you are supervising one or more students in a school or some other type of centre, assign the student a desk and area where he or she may store supplies.

Encourage the student to keep lessons in binders or rings so no pages will be lost.

Discussing the *Junior High School Student's Guide to Correspondence Studies*



You should spend time going over the Student's Guide with the student before he or she begins a course so both of you understand the nature of correspondence studies.

Be sure the student is aware that poorly done lessons or incomplete lessons should not be submitted. The student is expected to read the lesson notes carefully, study the examples, and try to complete all the exercises in a satisfactory manner. (Poorly done or incomplete lessons will be returned to the student for additional work before a grading is assigned.)

Stress that the student may get help from you, another student, a person in the community, or a correspondence teacher, but the written responses must be the student's own independent work and must reflect the student's grasp of the concepts in the lesson.

Discuss the importance of reading the teacher's comments. These comments will give the student important feedback with regard to his or her strengths and weaknesses. Also encourage the student to mail lessons regularly so the maximum benefit from the lesson correction service is obtained. Discourage the student from mailing a number of lessons in one course at one time.

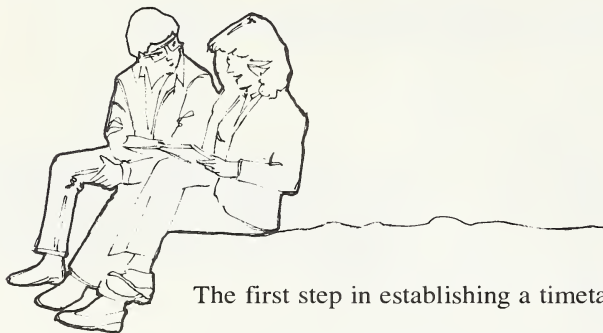
Discuss the way the lessons are graded. The Alberta Correspondence School gives letter grades which are equivalent to the following numerical ranges:

- A 80-100
- B 65-79
- C 50-64
- D 40-49
- F 0-39

Discuss the fact that final tests will be written in the core subjects (Language Arts, Mathematics, Social Studies, Science and Health). There will be no final tests in the complementary courses.

Discuss the fact that in order to pass the student must score an average grade of at least a C in each course. The student must score at least a D on the final tests as well. Emphasize the need to review.

Helping the Student Establish a Time Table



Another important function of the parent or supervisor is to help the student establish a time table.

The first step in establishing a timetable is to consider the following questions:

1. When does the student want to complete his or her courses? Most students wish to begin in September and finish in June.
2. How many hours each day will the student be able to spend on correspondence studies? It is important to allow time for leisure reading, recreational activities and other regular commitments such as jobs.

If the student is taking a complete grade, it is generally recommended that approximately 10 months be allowed. The student should complete one lesson in each of the core subjects (Language Arts, Mathematics, Social Studies, Science, Health) each week and one lesson in each of the complementary courses every two or three weeks. Additional time will be needed for periodic review and final preparation for final tests.

You should help the student make a long range plan similar to the one on the next page, or you should request one from the Alberta Correspondence School.

Due	LANGUAGE ARTS 9	SOCIAL STUDIES 9	SCIENCE 9	HEALTH 9	MATH 9	ART C	GERMAN C	NEEDLE- CRAFT	LETTER WRITING
Oct 21	Lesson 1	Lesson 1	Lesson 1		Lesson 1				
Oct 29	Lesson 2	Lesson 2	Lesson 2	Lesson 1	Lesson 2				
Nov 6	Lesson 3	Lesson 3	Lesson 3		Lesson 3	Lesson 1	Lesson 1		
Nov 17	Lesson 4	Lesson 4	Lesson 4	Lesson 2	Lesson 4				
Nov 25	Lesson 5	Lesson 5	Lesson 5		Lesson 5	Lesson 2	Lesson 2	Lesson 1	Lesson 1
Dec 3	Lesson 6	Lesson 6	Lesson 6	Lesson 3	Lesson 6				
Dec 11	Lesson 7	Lesson 7	Lesson 7		Lesson 7				
Dec 19	Lesson 8	Lesson 8	Lesson 8	Lesson 4	Lesson 8	Lesson 3	Lesson 3		
Jan 12	Lesson 9	Lesson 9	Lesson 9		Lesson 9				
Jan 20	Lesson 10	Lesson 10	Lesson 10	Lesson 5	Lesson 10	Lesson 4	Lesson 4	Lesson 2	Lesson 2
Jan 28	Lesson 11	Lesson 11	Lesson 11	Lesson 6	Lesson 11				
Feb 5	Lesson 12	Lesson 12	Lesson 12		Lesson 12				
Feb 13	Lesson 13	Lesson 13	Lesson 13	Lesson 7	Lesson 13	Lesson 5	Lesson 5		
Feb 23	Lesson 14	Lesson 14	Lesson 14		Lesson 14				
Mar 3	Lesson 15	Lesson 15	Lesson 15	Lesson 8	Lesson 15	Lesson 6	Lesson 6	Lesson 3	Lesson 3
Mar 11	Lesson 16	Lesson 16	Lesson 16		Lesson 16				
Mar 19	Lesson 17	Lesson 17	Lesson 17	Lesson 9	Lesson 17				
Mar 27	Lesson 18	Lesson 18	Lesson 18		Lesson 18	Lesson 7	Lesson 7		
Apr 6	Lesson 19	Lesson 19	Lesson 19	Lesson 10	Lesson 19				
Apr 14	Lesson 20	Lesson 20	Lesson 20		Lesson 20	Lesson 8	Lesson 8	Lesson 4	Lesson 4
Apr 30	Lesson 21	Lesson 21	Lesson 21	Lesson 11	Lesson 21				
May 8	Lesson 22	Lesson 22	Lesson 22	Lesson 12	Lesson 22				
May 19	Lesson 23	Lesson 23	Lesson 23		Lesson 23	Lesson 9	Lesson 9		
May 27	Lesson 24	Lesson 24	Lesson 24	Lesson 13	Lesson 24				
Jun 4	Lesson 25	Lesson 25	Lesson 25		Lesson 25	Lesson 10	Lesson 10	Lesson 5	Lesson 5
Jun 12	Lesson 26	Lesson 26	Lesson 26	Lesson 14	Lesson 26				
Jun 22	Lesson 27	Lesson 27	Lesson 27		Lesson 27				
Jun 30	Lesson 28	Lesson 28	Lesson 28	Lesson 15	Lesson 28	Lesson 11	Lesson 11		
July 9	Lesson 29	Lesson 29	Lesson 29		Lesson 29				
July 17	Lesson 30	Lesson 30	Lesson 30	Lesson 16	Lesson 30	Lesson 12	Lesson 12	Lesson 6	Lesson 6

The next step is to make a daily timetable that is appropriate for the student's circumstances. In order to do this, consider questions such as the following.

1. Which subjects does the student do best in the morning? Usually the student's concentration is better in the morning and weaker in the afternoon.
2. How many breaks are needed? Correspondence study requires a lot of reading and writing. It is desirable to have breaks to move around.
3. How long will a student be able to concentrate on a single specific subject? Generally short daily sessions in a single specific subject are recommended over one long session each week.

After you have considered these questions complete a daily time table. Below is a sample time table which begins at 9:00 a.m. and ends at 3:30 p.m. and which allows for breaks between study sessions.

9:00 - 10:00 Language Arts	12:30 - 1:30 Lunch
10:00 - 10:15 break	1:30 - 2:30 Science
10:15 - 11:15 Mathematics	2:30 - 2:45 break
11:15 - 11:30 break	2:45 - 3:30 Complementary
11:30 - 12:30 Social Studies	courses and Health

Generally a lesson can be completed in 5 one-hour sessions so this time table would allow the student to complete a lesson in each of the core subjects each week. A lesson in each complementary course and in Health could be completed every two or three weeks.

If you are supervising students with short attention spans, you may wish to modify this time table to include shorter work periods.

Supervising the Completion of Lessons



Your next task is to help the student to actually get started and to follow the time table established.

You may wish to preview the lesson first. Encourage the student to survey the table of contents and lesson materials to get a general idea of what the course is about. Emphasize that the student should read the Introduction before beginning Lesson 1.

Also encourage the student to use the SQ3R reading method. That is, the student should **survey** the lesson and look at the headings, diagrams, maps, etc. to get a general idea of what the lesson is about. Then before the student reads each section of the lesson, he or she should ask a **question**. (This can be done by simply turning the heading into the question.) Next the student should **read** the section to find the answer and **recall** the answer to the question without looking at the reading material. When the student has read the entire lesson in this manner, he or she should **review** the main points of the lesson. Throughout the reading the student should be active - asking questions, trying examples, putting ideas in his or her own words, etc.

When the student has completed a lesson, you should go over the lesson to be sure the student has spent enough time and effort on the lesson. Also note if the lesson is neatly done. If the lesson is satisfactorily done, be sure it is mailed promptly. If it is not satisfactorily done, suggest the student spend additional time and effort on the lesson before mailing it.

Try to ensure that the student is following the time table established as closely as possible and that the target dates for lesson completions are being met. If, for some reason, students miss time from studying, they should spend additional time during the evenings or weekends so they will complete their courses within the desired time limits.

Monitoring the Student's Progress



When the lesson is returned to the student, you should go over the lesson and note the grade and the teacher's comments.

Pull-out Lesson Record Cards are included in the centre of this guide for use in monitoring the student's progress. Additional Lesson Record Cards are available from the Alberta Correspondence School upon request.

In addition, an interim report card will be mailed at the beginning of February and a year-end report card will be mailed at the end of September.

Students are encouraged to complete their program of studies by the end of June of the year in which they register; however, students may continue over the summer if they desire. If students are not finished their courses by the year end which is August 31, the registration may be extended for another year, but the superintendent should be made aware of this when a student lives in a school division, county, or district.

As mentioned earlier, students should be able to complete the full program in 10 months if effective instruction is taking place and there are no special circumstances which may influence the student's progress.

Selecting Supervisors for the Final Test

If the student is a classroom student, you (the classroom teacher) will be able to supervise the final test. If the student is a non-classroom student, you (the parent/guardian) will have to help the student select an appropriate supervisor and indicate your selection on the supervisor application form. (This form is mailed to the students when they are two-thirds the way through a course. Guidelines for the selection accompany the application form.)

Scheduling Final Tests

If you are the classroom teacher, supervising students in a school situation, you are responsible for setting up an examination time table and administering tests. Try to ensure that all students eligible to write a final test in a particular subject are given the test at the same time.

If you are the parent or guardian of a non-classroom student, you should help the student arrange a time with the supervisor for the administration of the test.

Providing the Student With Encouragement

The biggest problem faced by the students who select to study by the correspondence method is that they may lose their motivation and discontinue or take excessive time to complete their studies. Try to provide the student with encouragement to complete their courses in an appropriate time period. (A period of ten months is recommended although individual circumstances may require more flexibility.)

Conclusion

Good luck with your task of supervising and encouraging. Feel free to contact the school if you need assistance with any aspect of this important role. We, the teachers at the Alberta Correspondence School, extend our gratitude to you for all the help that you will give to the students.

N.L.C. - B.N.C.



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